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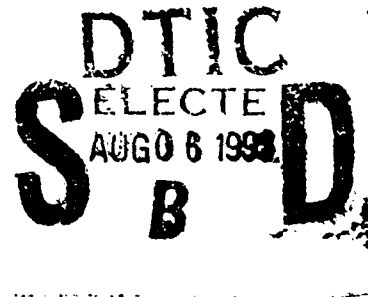
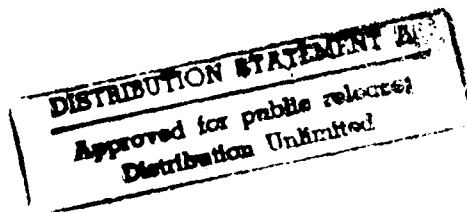
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# DEFENSE AGENCIES CIVILIAN CAREER PROGRAM FOR

CIVILIAN PERSONNEL MANAGEMENT PERSONNEL

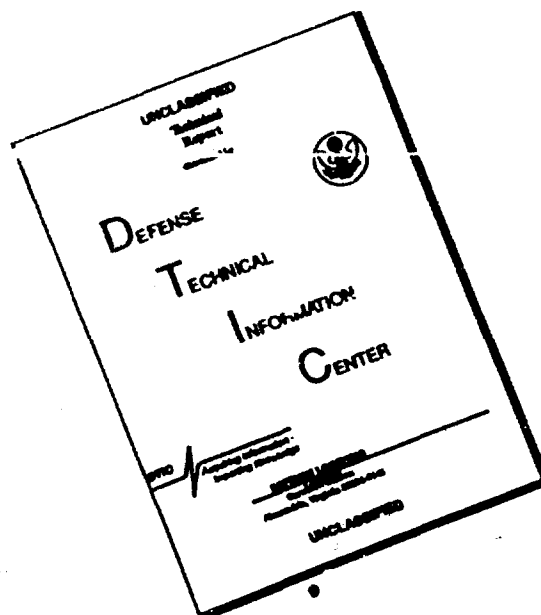


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ASSISTANT SECRETARY OF DEFENSE

WASHINGTON, D.C. 20301

DoD 1430.10-M-6  
April 28, 1980

FOREWORD

This manual, issued under the authority of DoD Instruction 1430.10, establishes the Defense Agencies' Civilian Personnel Career Program. It is designed to improve career development and progression opportunities for those in the civilian personnel management field and to assure the placement of highly qualified personnel professionals in key positions. The program is effective immediately. Heads of participating DoD Components may issue supplementary instructions to this manual when it is necessary to provide for unique requirements within their respective Components.

Robert B. Pirie, Jr.  
Assistant Secretary of Defense  
(Manpower, Reserve Affairs & Logistics)

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REFERENCES

- (a) DoD Instruction 1430.10, "DoD-Wide Civilian Career Programs," June 2, 1966
- (b) DoD 1430.10-M, "DoD Policy and Procedures Manual for the Automated Career Management System," January 1, 1978
- (c) DoD Instruction 1430.8, "Manager Training and Development of Civilian Employees in the Department of Defense," October 30, 1970

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DEFENSE AGENCIES CIVILIAN PERSONNEL  
CAREER PROGRAM

A. PURPOSE

This manual establishes policies, requirements, and procedures governing the development and operation of a Career Program for Civilian Personnel Management Specialists. Basic policies applicable to all civilian career programs are contained in DoD Instruction 1430.10 (reference (a)) and DoD 1430.10-M (reference (b)).

B. OBJECTIVES

The objectives of the Defense Agencies Civilian Personnel Career Program are to:

1. Provide for more effective and economical personnel management within the Department of Defense by applying a uniform system of employee development, performance evaluation, promotion, and other facets of career development.
2. Ensure that highly qualified personnel professionals are available for key personnel positions within the Department of Defense.
3. Provide professional opportunities for a career in civilian personnel management.
4. Provide a viable plan, which includes cross-training and rotational assignments, that individuals may use to develop and achieve a fulfilling career in civilian personnel management.
5. Attract, select, and retain a cadre of highly qualified personnel professionals.
6. Increase career development and training opportunities for program participants through the exchange of knowledge of career experience by exposure to other Defense Agencies' programs.
7. Assure that a sufficient number of funded spaces and other selected resources are provided for orderly and consistent recruitment, training, and development of entry and higher level personnel.

C. APPLICABILITY AND SCOPE

1. The provisions of this manual apply to civilian employees of the Office of the Secretary of Defense (OSD), OSD Field Activities, the Organization of the Joint Chiefs of Staff, and the Defense Agencies (hereinafter

called the participating DoD Components) who occupy professional level personnel management positions in the Personnel Management and Industrial Relations Occupational Group, GS-200-05 through GS-200-18. (Positions classified in the Military Personnel Management series (GS-204/205) are exempt from the provisions of this manual.)

2. Specifically, employees in the participating Components in the following occupational series are included in the career program and will be registered in the Automated Career Management System (ACMS) in accordance with this manual and with Appendix C, DoD 1430.10-M (reference (b)):

- 201 Personnel Management
- 212 Staffing
- 221 Position Classification
- 223 Salary and Wage Administration
- 230 Employee Relations
- 233 Labor Relations
- 235 Employee Development

3. Careerists in other occupational series may be registered in the program if they are qualified and have documentation of past experience in the personnel management series. A civilian personnel officer within the participating component will determine eligibility, and certify that the careerist meets Office of Personnel Management (OPM) qualification requirements for a professional level position in the series noted and may be registered in the ACMS.

4. The provisions of this manual apply to the following Defense Agencies (subsection C.1., above):

- Defense Communications Agency (DCA)
- Defense Contract Audit Agency (DCAA)
- Defense Intelligence Agency (DIA)
- Defense Investigative Service (DIS)
- Defense Logistics Agency (DLA)
- Defense Mapping Agency (DMA)
- Defense Nuclear Agency (DNA)
- Organization of the Joint Chiefs of Staff (OJCS)
- Uniformed Services University of Health Sciences (USUHS)
- Washington Headquarters Services (WHS)

#### D. DEFINITIONS

1. Career Development. The development of employee potential by integrating the capabilities, needs, interests and aptitudes of the individuals participating in a career program through a planned, organized, and systematic method of training and development designed to meet organizational objectives that are accomplished through work assignments, job rotation, training, education, and self-development.

2. Career Program. A system for the selection, development, and assignment of personnel within a specified career field.

3. Career Field. One or more occupations or functions that require similar knowledge and skill and are sufficiently related to be recognized as a normal career pattern for progression.

4. Career Levels. Groupings by a range of grade levels (entry or intern, intermediate or journeyman, senior or executive) that provide the framework for overall training and development planning and progression within a career field.

5. Career Management. The continuing process by which individuals in specific career fields are identified and developed that is administered under a formal program to fill positions of increasing responsibility, to provide top management with a staff of proficient career employees to accomplish its mission.

6. Occupational Field. Generally a single job classification series requiring varying degrees of the same types of skills, knowledge and abilities.

7. Career Patterns. The range of opportunities at each career level and the optimum pathways for vertical and horizontal movement within a career field.

#### E. RESPONSIBILITIES

1. The Assistant Secretary of Defense (Manpower, Reserve Affairs, and Logistics) shall implement the overall policies and standards of the career program.

2. The Deputy Assistant Secretary of Defense (Civilian Personnel Policy) shall:

a. Provide overall guidance for the operation of the Defense Agencies' Civilian Personnel Career Program Board (DACPCPB).

b. Provide a senior representative to the Board.

3. The members of the Defense Agencies Civilian Personnel Career Program Board shall:

a. Provide policy direction to the Defense Agencies' Civilian Personnel Career Program, consistent with the policies and standards in subsection E.1., above.

b. Consist of the civilian personnel directors of the participating DoD Components.



4. Civilian personnel directors shall serve as DoD Component functional chiefs for the Career Program, in accordance with DoD 1430.10-M (reference (b)).

#### F. CAREER PROGRESSION

1. Careerists can advance in one of the functional specialties or in general personnel management. The question of specialization must be considered carefully at all stages of development, and individual career planning must address the added costs and the differences in experience and training necessary to prepare generalists as opposed to specialists.

2. Movement to higher grade levels is a natural desire among careerists. However, promotions in the same specialty tend to limit later opportunities for movement to positions in other specialties, and careerists should be advised to broaden, not limit, their career specializations.

3. The career patterns shown in Appendix A illustrate typical patterns of career progression that may be followed by employees under this program. Vertical patterns generally reflect assignments to higher level duties and responsibilities, while lateral movement, that may include developmental assignments to diverse geographical locations, broadens the employee's specialist experience and background.

#### G. INTERN INTAKE AND DEVELOPMENT

1. General. This career program emphasizes quality in the recruitment, selection, development, and appraisal of entry or intern level career trainees. Intern development is accomplished through carefully selected, productive work experiences and formal training courses that lead to the journeyman or intermediate level. The intern is considered qualified for an entry-level assignment and capable of becoming a part of the regular work force. Intern training and developmental work in various functional areas must do more than just provide those skills needed for success in specific jobs. This development and training must also instill the self-confidence and self-assurance that is necessary for the trainee to structure a constructive and long-term career. Although there is a pattern of intern development prescribed for this program, its implementation is the responsibility of participating DoD Components. Accordingly, based on careful and realistic management forecasting and planning, Components are expected to provide adequate and continuing personnel recruitment for the intern program to meet both short- and long-range estimated requirements. At the GS-5 and GS-7 levels, selection for entry into the program will be based on personal attributes and the potential necessary for success at full-performance levels. Important intern level selection attributes include:

Intellectual capacity and learning ability.  
Breadth of interest.  
Aptitude for successful personal relationships.

2. Recruitment. Although emphasis will be given to attracting college graduates, all recruitment sources will be utilized in accordance with sound staffing policy and affirmative action goals, to provide for upward mobility and to achieve a balanced and qualified work force. Interns entering competitive service positions in this career program at the GS-5 or GS-7 levels will be selected from the Professional and Administrative Careers Examination (PACE) register established by the Office of Personnel Management (OPM) or from among those in the current workforce who have demonstrated the potential to develop and progress to the journeyman level. Interns selected from within the workforce must meet substantially the same qualification requirements as those selected from the PACE register. Appointment of interns to Excepted Service positions will be in accordance with approved OPM or Agency procedures.

3. Administration and Resources. The Board (see subsection E.3) is responsible for establishing the intern development program and policies. Each participating DoD Component provides the resources necessary to support intern employment consistent with the Board's objectives and its own projected needs. Because of the importance of the intern program to the quality of future Component top management composition, the commitment of these resources will not be compromised or sacrificed. Each participating Component's civilian personnel officer will review, at least annually, the requirement, allocation, and use of these resources to ensure their optimum contribution to program objectives and missions.

4. Intern Development. Under the guidance of the civilian personnel officer, a staff member designated by the civilian personnel officer, or the intern's immediate supervisor, the intern will be assigned to on-the-job work integrated with formal training courses. Based on the results of supervisor-intern counseling and an assessment of intern potential and interest, coupled with the guidance in the appendices, an individual development plan indicating the work experience and formal training assignments to be undertaken during each period of training and development will be prepared for each intern. The planned work experience and training will be selected and adapted to provide basic understanding and expertise in the following major civilian personnel management occupational fields:

- Employee Development
- Employee Relations
- Labor Relations
- Position Classification
- Staffing

5. Progression and Duration of Internship

a. Individuals will enter the program at grade GS-5 or GS-7 and are expected to complete the intern program by the time they are eligible for promotion to GS-9. There are no specific time-in-grade requirements, other than those imposed by the Office of Personnel Management, governing the rate of progression through the internship or any of its phases. However, an intern who enters the program at grade GS-5 may complete the requirements for

consideration for promotion to grade GS-7 within 1 year. A grade GS-7 intern may complete the requirement for GS-9 consideration after 1 year of training at the GS-7 level.

b. Although the individual development plan will show the duration of the various phases of intern training and development, reasonable adjustments of the time spent in each phase or in the total program may be made. Progression should be based on demonstrated accomplishment and the particular needs of the intern and the employing component rather than on the expiration of precise time periods.

c. Partnership or interchange training assignments between participating components are encouraged as a method of ensuring full and comprehensive occupational coverage.

d. When supervisory appraisals reflect unsatisfactory intern progress the intern will be counseled by the supervisor and the civilian personnel officer, given special assistance and allowed reasonable time to reach acceptable program standards. If these efforts fail and the intern is unable to maintain satisfactory progress, intern status will be terminated. The employing component will make every effort to place the employee in a position for which qualified. Failing that, other personnel actions will be taken which may result in separation of the employee from the Federal Service.

#### H. PROFESSIONAL DEVELOPMENT AND TRAINING

1. General. The Master Training and Development Plan, Appendix B, prescribes the minimum training and development requirements for the career levels identified as:

Entry Level (Intern)  
Intermediate Level (Journeyman)  
Senior Level (Executive)

Implementing participating DoD Component Directives may supplement the minimum training and development plans to meet organizational and individual intern development needs.

a. Entry Level (Intern) (GS-5 and -7). This is a period of concentrated, formal, and systematic training and development emphasizing on-the-job training that is supplemented by formal training courses, as described in section G, above.

b. Intermediate Level (Journeyman) (GS-9 to -12)

(1) Employees at this level will be assigned to positions in which they may specialize or generalize, depending upon the needs of the organization and consistent with current individual development plans.

(2) Learning experiences will be more varied than at previous levels to suit individual needs, and will be more difficult. Consideration will be given to assignments to task groups and to voluntary rotational reassignments among the occupational areas within the civilian personnel office. Additionally, development will include attendance at advanced training courses. Self-development will be encouraged.

(3) Employees in nonsupervisory positions will be given exposure to managerial or supervisory responsibilities through detail assignments or through temporary promotions. Assignments may also include the leadership of task groups or interdisciplinary projects.

c. Senior Level (Executive) (GS-13 and Above). Career development of careerists at this level generally will be guided by the Component Executive and Management Development Program or other appropriate Component procedures for the development of senior level personnel.

(1) Senior level careerists are expected to be fully competent in technical matters relating to the personnel management profession. However, there is a need to keep abreast of current developments and to learn and apply advanced management concepts. Education and training become more generalized at this level with greater emphasis on self-development.

(2) Component Executive and Management Development programs provide opportunities to progress to the highest positions in the Federal sector. Training and development under these component programs include developmental and rotational assignment, management training and long-term education.

## 2. Individual Development Plans

a. General. Within the guidelines provided above, and by the Master Training and Development Plan, Appendix B, Components will provide for the development and recording of realistic Individual Development Plans (IDPs) for each employee in the career program. Such plans will contain attainable objectives and will state the means for achieving these objectives within prescribed time limits. Although the requirements of management are paramount, full consideration will be given to the employee's desires and aspirations. The detail and comprehensiveness of each plan may vary.

b. Utilization. Individual Development Plans are a way of ensuring that career development activities are properly planned, interrelated, and designed to meet the goals and objectives of the organization, the supervisor, and the careerist. The Individual Development Planning process forms a sound basis for a career management program at its most critical point, the day-to-day relationship between the individual careerist and the supervisor. Combined with high-level organizational commitment, effective rotation plans, sound training resource utilization, and careful program evaluation, it forms the foundation for ensuring that the participating DoD Components have a sufficient number of top-quality people to meet present and future needs for personnel management leadership. Development of an efficient development planning process will benefit the organization and the individual.

### c. Procedure

(1) The Individual Development Plan is prepared on Part III Civilian Personnel Management Career Appraisal form, DD Form 2205, by the careerist's supervisor after the two have engaged in career counseling discussion. Plans should be flexible and allowance should be made for adjustments by mutual agreement. Additional instructions are contained on the appraisal form and in section I., below.

(2) Supervisors and employees should engage in career discussions as frequently as necessary. At least annually, the employee's plan should be reviewed and updated with the appraisal, rating, or counseling process.

### I. CAREER APPRAISAL AND COUNSELING

1. Employee appraisal and counseling are integral parts of a total career development program. They provide a solid foundation for the retention and development of a motivated career staff that strives to improve its technical and managerial ability.

2. Counseling is the basis upon which the career appraisal is developed. To be successful, the counseling procedure requires an open atmosphere in which relevant, realistic discussion can take place. It requires an inventory of the careerist's strengths and weaknesses as well as the future prospects for career progression. The resulting discussions should be conducted in a friendly and cooperative atmosphere. Only in such a manner will these sessions result in mutual benefit and contribute to the overall improvement of the civilian personnel work force.

3. The ACMS Civilian Personnel Management Career Appraisal, DD Form 2205, will be used as the appraisal and counseling instrument for employees eligible for referral under the provisions of subsection K.2., below.

### J. MOBILITY

1. Mobility is an integral part of career development. It enhances the opportunity for gaining the broadening experience and knowledge and the improved competence and abilities needed for positions of greater responsibility. Those employees who have made themselves available for assignment involving occupational, organizational and geographic movement normally will develop greater potential and have more opportunity for advancement than those who are less mobile. Employees must be informed of the possible self-imposed limitations resulting from lack of mobility. For management personnel, the guidelines for programs of cross-training and exchange of individuals are outlined in DoD Instruction 1430.8 (reference (c)) and cited below:

a. The careerist's individual development plan may include cross-training within installations and organizational components. It may also provide for cross-training or exchange of selected individuals between DoD Components.

b. The cross-training or exchange of careerists between DoD Components, other government agencies, and segments of the private sector will be arranged by the employing DoD Component.

c. The purposes for the cross-training or exchange of a careerist within and between the DoD Component are to enlarge the individual's understanding of operations and relationships within a DoD Component; deepen understanding of another major Component's functional area or system; extend knowledge of managerial techniques and develop ability to use them at the executive level in the military establishment; and improve ability to accomplish the DoD mission.

2. Cross-movement of civilian personnel careerists will be accomplished in accordance with "DoD-Wide Training Agreement for Exchange Assignment for Development of Managers of the Department of Defense" approved by the Office of Personnel Management.

3. Except when required by the nature of the position or the needs of management, mobility will be on a voluntary basis. Interns will be required to sign a mobility agreement such as that shown in Appendix D.

#### K. REGISTRATION, REFERRAL AND SELECTION

1. Registration. All employees identified in Section C., above, will be registered in the DoD ACMS in accordance with the provisions of DoD 1430.10-M (reference (b)). Civilian personnel officers are responsible for ensuring timely and accurate completion of registration actions.

##### 2. Referral and Selection

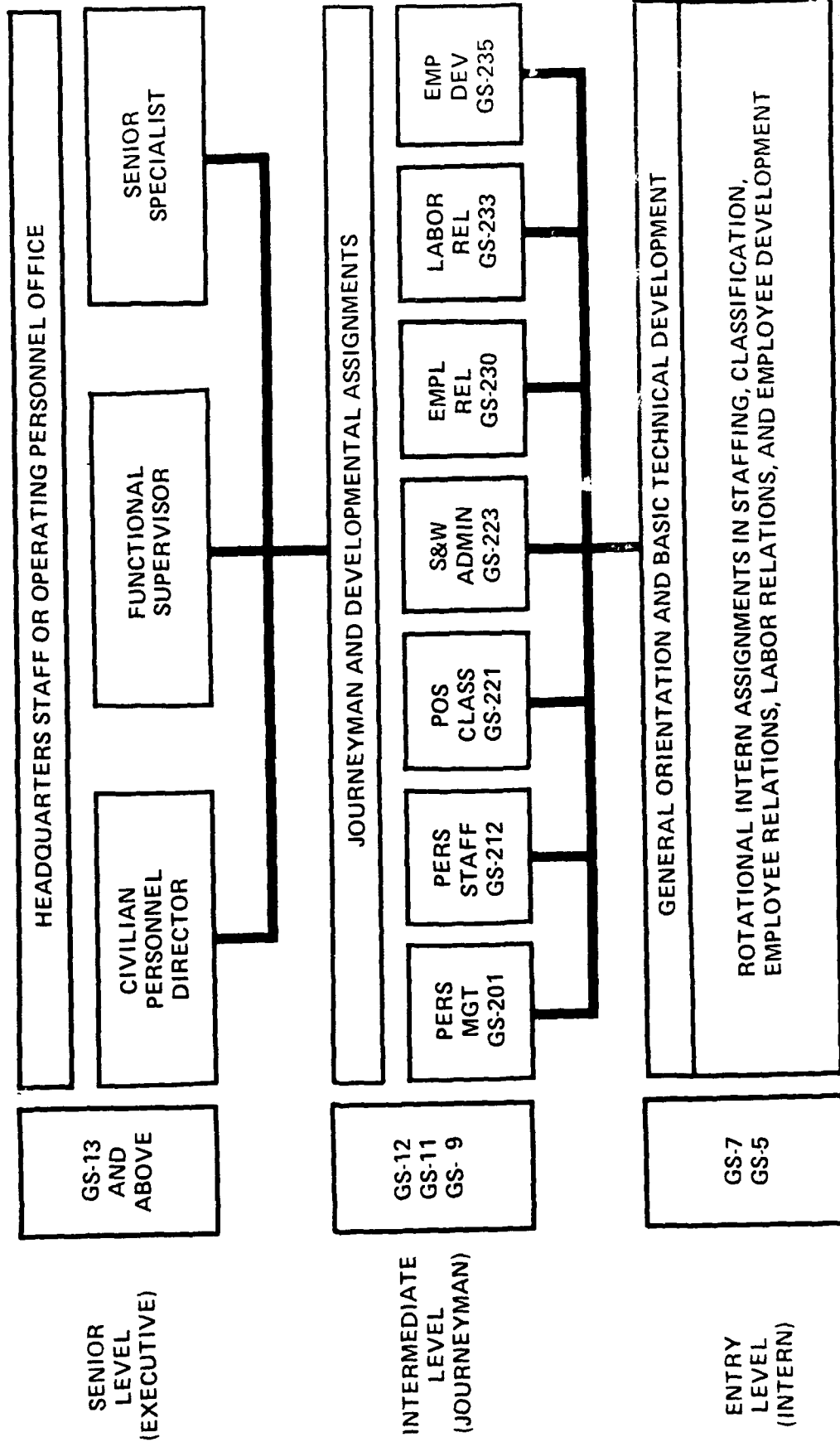
a. Areas of Consideration and Mandatory Referral Levels. The area of consideration for all vacancies in the series shown in Section C., above, at GS-13 through GS-15, includes all participating DoD Components. This establishes GS-13 through GS-15 as the mandatory referral levels for which a requisition against the ACMS inventory is required. Vacancies below GS-13 will be filled through use of internal Component merit procedures using any area of consideration that is consistent with Federal merit placement policy. ACMS may be used as an optional recruitment source for vacancies below GS-13.

b. At the option of the requisitioning Component, the area of consideration may be expanded to include candidates from nonparticipating DoD Components. If so, they may be considered as "non DoD candidates" under the provisions of DoD 1430.10-M (reference (b)). Candidates from other Federal agencies and the private sector also may be considered under this same provision.

c. Since all eligible employees of the participating Components are registered in the ACMS, either as mandatory or optional candidates, they will be considered automatically for each mandatory referral level vacancy for which a requisition is submitted. Failure to register in ACMS is equivalent to declining consideration for vacancies to be filled through ACMS.

d. To accommodate referral of employees in the Excepted Service who do not have competitive status, all registrants in the program will indicate their status at the time of registration. Referral rosters will contain both status and non-status candidates. Selection of non-status candidates from ACMS rosters for positions in the competitive service depends upon the candidates being able to achieve status. If a candidate is not on a register or is not available through applicable OPM procedures for filling senior level positions, then the candidate may not be selected for a competitive service position. In such cases, they will be considered unavailable. Report actions for candidates who are not within reach for selection will be noted with Code 23, "Not available for consideration - See explanation below" (see DoD 1430.10-M (reference (b))).

# CAREER PATTERNS





APPENDIX B  
MASTER TRAINING AND DEVELOPMENT PLAN

I. INTRODUCTION

There is a constant demand for well-trained, skilled career personnelists in the Civilian Personnel Career Program. This need has become even more acute as policy and regulation affecting the Federal work force has become more complex and as greater emphasis has been placed upon employee participation in the overall management decision process. Given these changing environmental demands, a standardized and coordinated plan for the training and development of such individuals within the participating DoD Components is imperative.

II. SKILLS, KNOWLEDGE, AND ABILITIES IDENTIFICATION

A. Identification of the necessary skills, knowledges, and abilities is a key requirement for the operational success of the Master Training and Development Plan. This identification procedure provides an important foundation upon which specific development assignments can and should be based. The following is a list of those skills, knowledges, and abilities that are needed for adequate performance at the various grade levels:

Skills/Knowledges/Abilities of the Civilian Personnel

Management Career Field  
Entry Level (Intern) (GS-5 and -7)

Position

Personnel Management Specialist (Intern)

Skills/Knowledges

Become familiar with all personnel functions and specifically in the program area of assignment.

Develop a practical understanding of the specific regulations, policies, manuals and procedures utilized in the various program areas.

Acquire overall knowledge of the activity mission and major functional areas.

Begin application of cumulative knowledge of the personnel management principles, procedures, and work techniques.

Perform initial fact-finding for decision-making.

Adequately and accurately apply principles, guides, standards, instructions, and explanations.

Make sound conclusions and recommendations.

Abilities

Communicate effectively (reading, writing, speaking).

Assimilate and apply large quantities of information.

Be resourceful, tactful, and exercise initiative.

Be cooperative and thorough.

Intermediate Level (GS-9 to -12)

Position

Personnel Management Specialist  
(three or more series)  
Personnel Staffing Specialist  
Position Classification Specialist

Employee Relations Specialist  
Employee Development Specialist  
Labor Relations Specialist  
Salary & Wage Administration  
Specialist  
Personnel Officer/Activity

### Skills/Knowledges

Utilize fundamental principles, concepts, techniques, standards, and guides in either the single or combined specialized field(s).

Provide specific/generalized personnel service to management.

Coordinate with other personnel specialists to provide positive advice and assistance to management.

Technical skill, knowledge, and judgment.

Interpret, apply, develop, or explain policies, guides, or decisions.

### Abilities

Ability to advise and assist supervisors through public or coordinative contacts.

Persuasiveness, imagination, and foresightedness.

Ability to prepare reports or studies.

Read rapidly with high comprehension.

Effective listener.

Broad approach to management problems.

Intense/deep search for problem solutions.

### Senior Level (GS-13 and above)

#### Position

Personnel Management Specialist  
(three or more series)  
Personnel Staffing Specialist  
Position Classification Specialist  
Employee Relations Specialist

Labor Relations Specialist  
Employee Development Specialist  
Salary & Wage Administration  
Specialist  
Personnel Officer/Components  
Personnel Officer/Activity

#### Skills/Knowledges/Abilities

Independent responsibility for resolving especially difficult and complex problems in particular field(s).

Working with only general guides or policies.

Imaginative and fruitful exploration of alternative courses of action.

Primarily dealing with key management and agency officials.

Inspiring respect for and confidence in his final decisions and recommendations.

Preparing problem analysis and recommendations.

Evaluating comprehensive personnel programs at field activity or agency level.

Performing in the area of program management or administration at field activity or agency level.

Requiring coordination of local or agency personnel programs.

Exercising authority and performing responsibilities commensurate with the operation/policy level of assignment.

Operating a personnel program of either a technical or management oriented nature.

Directing a personnel program at Component level.

NOTE: Some of the skills/knowledges/abilities listed above may also be applicable to the GS-12 level.

B. All training and development assignments should be undertaken with the purpose of instilling the above skills, knowledge, and abilities within the personnel careerists at the indicated grade level. Those training and developmental assignments which do not significantly enhance the careerist's development in the functional personnel specialties are not appropriate at the intern and intermediate levels, and are optional at higher levels.

### III. ORGANIZATION OF THE TRAINING PLAN

A. General. The Master Training and Development Plan is organized in three major parts: The entry level, GS-5 and -7; the intermediate level, GS-9, -11, and -12; and, the senior level, GS-13 and above. The entry level is marked by assignments and training experiences designed to provide the intern with a broad orientation and introductory course in the major options within the civilian personnel career field. The intermediate level training is designed to develop the careerist in the specialties of the career field. The senior level is oriented toward developing the careerist as a manager/executive at the highest professional levels of the career field.

#### B. Intake

Careerists who qualify may enter the Program at any level. However, interns will be recruited at the GS-5 or -7 level. To be considered for entry into the program at the GS-9 or higher level, careerists must meet the qualification requirements of OPM Handbook X-118 or other applicable approved standards. Conscientious efforts must also be made to bring minorities and women into the civilian personnel career field at all grade levels. It is expected, although not required, that the majority of individuals will possess a college degree and the following training and development plans have been developed

with these individuals in mind. For those individuals who do not possess a college degree or who have degrees in areas other than personnel management, these plans may be supplemented with formal courses offered by local educational institutions.

C. Entry or Intern Level (GS-5 and -7)

1. Objectives. Interns will be provided a comprehensive view of the personnel function to introduce them to a total concept and philosophy of personnel management. They will be exposed to a variety of experiences designed to provide basic technical knowledge and develop skills needed to perform successfully as a personnel management specialist.

2. Plan for Training

(a) Training for the intern will be accomplished through formal educational courses, on-the-job training, counseling, and challenging work assignments. Work assignments are to include not only project assignments, but participation in routine work processes at both the operating and staff levels, attendance at committee and task group meetings, planned study of OPM, DoD, and Component regulations, directives, instructions, and pertinent professional literature.

(b) Training plan outlines for interns entering at GS-5 and GS-7, shown below, present time-phased functional assignments for the 2-year or 1-year period of the internship, and the initial formal training to be accomplished by interns.

Training and Development Outlines for GS-5 and GS-7  
Entry Level Interns

GS-5 Entry Level

<u>Work Assignment/ Duration</u>	<u>Off-the-Job Training</u>	<u>Grade of Intern</u>
Position Classification Phase 1, 4 mo.	Introduction to Civilian Personnel Management (take first, as soon as possible) Using the Federal Personnel Manual: A Workshop Position Classification - Basic Course	GS-5
Staffing and Placement Phase 2, 4 mo.	Staffing & Placement - Basic	GS-5
Employee Development Phase 3, 4 mo.	Basic Employee Development Instructor Training	GS-5
Employee-Management Relations Phase 4, 4 mo.	Employee Relations - Basic	GS-7
General Assignments Phase 5, 8 mo.	EEO for Personnel Specialists and Administrative Officers  Report Writing Workshop <sup>1</sup> An Introduction to ADP <sup>1</sup>	GS-7

GS-7 Entry Level

Position Classification Phase 1, 3 mo.	Introduction to Civilian Personnel Management (take first, as soon as possible) Using the Federal Personnel Manual: A workshop Position Classification - Basic	GS-7
Staffing Phase 2, 3 mo.	Staffing and Placement - Basic	GS-7
Employee Development Phase 3, 3 mo.	Basic Employee Development Instructor Training	GS-7
Employee-Management Relations	Employee Relations - Basic EEO for Personnel Specialists and Administrative Officers Report Writing Workshop <sup>1</sup> An Introduction to ADP <sup>1</sup>	GS-7

<sup>1</sup>May be scheduled beginning the seventh month of training.

(c) These training and development outlines are to be supplemented by the detailed guidance for intern training in Annexes 1 to 5 to this Appendix identified as:

<u>Annex</u>	<u>Content</u>
1.	General Orientation and Background Information
2.	Training and Employee Development
3.	Position Classification and Position Management
4.	Recruitment and Staffing
5.	Employee Relations

The outlines provide spaces where advisors or supervisors may record dates when training items are completed. Copies of plans should be given to each intern. It is especially important that these plans are followed carefully to provide the fundamentals on which interns will build careers.

3. Evaluation of Progress. Interns will be evaluated continuously and counseled on their progress and performance.

D. Intermediate Level (GS-9, -11, and -12)

1. Objectives

(a) For those careerists who enter at the GS-9 level, it is probable that they will have had a exposure to the personnel management field. The time necessary to introduce them to the applicable managerial perspectives and principles is thus lessened. However, many will not have had the exposure to Federal or DoD personnel management operations. These individuals must still be introduced to the various functional specialties. This introduction may take place at a faster rate and may be accomplished within a 1 year span.

(b) For those who enter as interns at GS-5 or -7, the intermediate level will be one of specialization. At this level, the individual will select the options from the functional specializations of the civilian personnel management program in which he/she intends to become a competent, technical specialist. Final selection of the specialty areas will depend upon two factors: the primary factor will concern organizational needs; the second factor will be the desires of the individual. The manpower and technical needs of the agency must be foremost in the decision on the specialty the individual will pursue. This is not to say that the individual's desires will be subjugated; however, careerists must be aware that advancement as well as professional opportunities within their particular Component will depend upon the unique conditions and environment in which the Component finds itself.

## 2. Plan for Training

(a) Full journeyman performance most probably will be reached at the GS-11 level. In some instances full performance may be achieved at the GS-9 level and in others at the GS-12, according to agency size and need. At the full-performance level, the individuals must be technically knowledgeable, highly familiar with all applicable OPM, DoD and Component regulations and instructions, and able to manage designated programs assigned to their responsibility. Technical competency is best developed by providing progressively more challenging work assignments as the careerist's knowledge is developed. In addition to being the most effective method of developing skills, it is also one of the best devices for ensuring continuing employee satisfaction and motivation. Obviously, the rate of progress will differ according to individual background, strengths and weaknesses; but it is imperative that the careerists progress at the most expedient rate possible.

(b) The needs of the different Components will not always be congruent within the functional specialties. Thus, one Component may have a pressing need for individuals with negotiating and collective bargaining skills and will direct careerists' development toward this specialty. Another Component might be more concerned with adverse actions and employee grievances and may well identify this area as the first priority for individuals to receive future training. For this reason, a specified training and development outline with accompanying timetable is not provided. Such outlines already exist within various Components of DoD and may be used to develop an outline tailored to Component specifications. Individual development plans must be developed that consider the needs of the organization and the desires and aptitudes of the individuals involved. Appendix C lists formal training courses that are important to the field. The list should be used by careerists and their advisors to construct a comprehensive individual development plan.

(c) The intermediate level is the level at which careerists are likely to first enter supervisory positions. Increasing job complexity requires better trained, more knowledgeable supervisors than ever before. Ordinarily, newly appointed first-level supervisors do not enter the position fully possessing the knowledge and skills necessary to cope with its complex requirements. Obviously, specific training needs vary for each individual. The amount of training required is predicated upon the requirement of the job, the individual's performance, previous education, training, and experience. Supervisor training will be gauged by the requirements of FPM Chapter 410 and individual Component training program plans. Supervisory training should be provided to careerists during the first 6 months after assuming a supervisory position, or, preferably, within the 6 months prior to entering the position.

(d) The intermediate level provides a good opportunity for two or more Components to participate in "partnership" or exchange agreements. The careerists will have had a full year of experience and thus will be knowledgeable of relevant practices and instructions as set forth by the Office of Personnel Management, Department of Defense, and their employing Component. An exchange with another Component within the same functional speciality will broaden the individual's perception of alternative practices, procedures and



philosophies as practiced by different agencies. In addition, he or she will be exposed to a greater variety of problems and situations than may be encountered in the employing Component. Such exchanges are voluntary with both the agencies and the individual but are strongly encouraged.

(e) Professional development becomes increasingly more important as the careerists progress. Enhancement of supervisory and effective communications skills, as well as technical skills are essential. Attendance at professional meetings is encouraged and it is imperative also that the careerist stay abreast of the literature available within the field. The agency must encourage and reward individual development efforts to produce a professional esprit de corps among all careerists.

E. Senior Level (Executive (GS-13 and Above)). The training and development activities at this level will be guided by the requirements of the Component's Executive Development Program. Partnership exchanges of executives are encouraged since the interchange of views and opinions at the policy-making level can be of great value. Emphasis on executive or managerial development must be tailored to individual needs. Technical development needs should not be overlooked.

#### 1. Objectives

a. Civilian personnel officers usually are assigned at this level and represent the key executives in defense personnel management programs. They should already have a good grasp of the role of personnel management methods, techniques and policies and should reflect a practical understanding of the behavioral sciences. Development activities should emphasize the intergration of personnel management concepts, policies, and philosophies with the overall management of the activity. Broadening of the executive's perspectives into related staff management fields such as financial management, manpower management, and technical mission related activities should also be emphasized. The thrust should be to help the executive establish the personnel function as a responsible partner with other installation top managers to secure, develop and use the organization's principal resource, its people.

b. In some large organizations the Chiefs of technical personnel functions are at this level. Development should center on rounding out their technical background in the functions presently supervised and how these integrate into a comprehensive, management supportive personnel program. Effort must also be directed to expanding development into other staff management functions.

FUNCTIONAL  
AREA:

GENERAL ORIENTATION AND BACKGROUND INFORMATION

CONTENT:

	<u>DATE</u> <u>ADVISOR/COMPLETED</u>
1. <u>ACTIVITY ORIENTATION</u>	
Introduction to Management	_____
Briefing on and tour of	
Activity	_____
Orientation	_____
Program Objectives	_____
2. <u>ORGANIZATION AND MISSION</u>	
Federal Government/DoD	_____
Agency	_____
Personnel Office	_____
3. <u>PERSONNEL MANAGEMENT</u>	
Historical Background	_____
Concepts and Policies	_____
Statutory	_____
Role of OPM	_____
Executive Orders	_____

READING  
ASSIGNMENTS:

FPM/Directives/Other

FPM Chapter 000 - Overall indexes, bibliographies and issuances  
Chapter 001 - Checklist of manual material received  
Chapter 002 - Table of contents  
Chapter 003 - Index  
Chapter 004 - Plan for the manual  
Chapter 210 - Basic concepts and definitions (general)  
Chapter 211 - Veterans preference  
Chapter 212 - Competitive service and competitive status  
Chapter 213 - Excepted service  
Chapter 230 - Organization of Government for personnel management  
Chapter 250 - Personnel management in agencies  
Chapter 271 - Developing policies, procedures, programs and standards  
Chapter 272 - Personnel policy formulation and issuances  
Supp 990-1, Book 1 - Title 5, United States Code - Selected assignments.

PAMPHLETS:

Personnel Management Pamphlet #6, "Evaluating Your Personnel Management"  
Personnel Management Pamphlet #14, "Flexibility in the Federal Personnel System"  
BRE #37, "Working for the U.S.A."

FUNCTIONAL  
AREA:

TRAINING AND EMPLOYEE DEVELOPMENT

CONTENT:

DATE  
ADVISOR/COMPLETED

Objectives	_____
Management Role and Responsibilities	_____
Line Management Responsibilities	_____
Employee Responsibilities	_____
Types of Training Activities	_____
Identification of Training Needs	_____
Training Committees	_____
Training Plans and Budgets	_____
Training Administration Procedures	_____
Training Methods	_____
Training Facilities and Training Aids	_____
Educational Counseling and Information	_____
Career Programs	_____
Training Records and Reports	_____
Travel for Trainees	_____

PROJECT  
ASSIGNMENTS:

Develop Needs Survey	_____
Develop Training Plan	_____
Develop Training Schedule	_____
Develop Training Budget	_____
Develop Training Evaluation System	_____
Prepare Training Report	_____

READING

ASSIGNMENTS:

FPM/Directives/Other

Federal Personnel Manual

Chapter 410 and associated Component Personnel Regulations -  
Employee Development

Department of Defense Issuances

Joint Travel Regulations (C-3001, C-3050, C-3051, C-9008)  
DoD Directive 1430.4, "Civilian Employee Training"  
DoD Instruction 1430.5, "Civilian Employee Training Policies  
and Standards"

PAMPHLETS: Personnel Management Pamphlet #3, "Improving Orientation Programs"

APPRAISAL AND

EVALUATION:

Written Evaluation by Supervisor,  
Analysis and critique of prepared  
material. Self analysis by trainee.

FUNCTIONAL  
AREA:

POSITION CLASSIFICATION AND POSITION MANAGEMENT

DATE  
ADVISOR/COMPLETED

CONTENT:	Pay Systems	_____
	Classification Act	_____
	Position/Job Descriptions	_____
	Classification Standards	_____
	Job Grading Standards	_____
	Grade Structures and Alignment	_____
	Concepts of Position Management	_____
PROJECT		
ASSIGNMENTS:	Preparation of PDs/JDs	_____
	Review of PDs/JDs	_____
	Prepare evaluation statements	_____
	Participate in Position Management Study	_____

READING  
ASSIGNMENTS:

FPM/Directives/Manuals

Federal Personnel Manual

- Chapter 312 - Position Control
- Chapter 511 - Position Classification under the Classification Act
- Chapter 512 - Job Evaluation under the Prevailing Rate System
- Chapter 500 - Pay Administration (General)
- Chapter 530 - Pay Rates and Systems (General)
- Chapter 531 - Pay under the Classification Act System
- Chapter 532 - Pay under Prevailing Rate Systems
- Chapter 534 - Pay under Other System
- Chapter 539 - Conversions Between Pay System
- Chapter 300 - Appendix A Lines of work properly classified at Two Grade Intervals
- Supp 512-1 - Job Grading System for Trades and Labor Occupations
- Supp 990-1 - 5USC Chapter 51-Classification

PAMPHLETS:

- Personnel Management Pamphlet #16, "Classification Principles and Policies"
- Personnel Management Pamphlet #22, "Supervisory Grade Evaluation Guide and Qualifications Standards"

APPRAISAL AND  
EVALUATION:

- Written Evaluation by Supervisor.
- Analysis and critique of written material.
- Self analysis by trainee.

FUNCTIONAL  
AREA:

RECRUITMENT AND STAFFING

DATE  
ADVISOR/COMPLETED

CONTENT:

Vacancy Announcements & Publicity  
Examinations and Interagency Boards  
Application Review  
Job Qualifications/Veterans Preference  
Appointments (Types and Procedures)  
Security Requirements  
Leave and Hours of Work  
Merit Promotion Programs  
Separations/Reductions-in-Force  
DoD Priority Placement Program  
Personnel Automated Data System  
Job Element Standards  
Ranking Factors  
Performance Appraisals  
OPM Registers  
Socially Oriented Employment Program  
Separations (Non-Disciplinary)

PROJECT  
ASSIGNMENTS:

Prepare and Publicize Vacancy  
Announcement  
Prepare Job Element Standards and  
Supplemental Form for ungraded jobs  
Make reference checks  
Assist processing clerk in  
various functions



DATE  
ADVISOR/COMPLETED

PROJECT

ASSIGNMENTS:

Act as Promotion Board Advisor

Carry through complete action under  
Merit Promotion Plan

Work Sample RIF Problem

Other \_\_\_\_\_  
(As designated by Supervisor)

READING

ASSIGNMENTS:

FPM/Directive/Other

Federal Personnel Manual

Chapter 300 - Employment

Chapter 311 - The Power of Appointment and Removal

Chapter 315 - Career and Career-Conditional Employment

Chapter 316 - Temporary and Indefinite Employment

Chapter 330 - Recruitment, Selection, and Placement (General)

Chapter 331 - Organization for Recruitment and Examining

Chapter 332 - Recruitment and Selection through Competitive  
Examination

Chapter 333 - Recruitment and Selection for Temporary and Term  
Appointment Outside the Register

Chapter 335 - Promotion and Internal Placement

Chapter 337 - Examining System

Chapter 338 - Qualification Requirements (General)

Chapter 339 - Qualification Requirements (Medical)

Chapter 351 - Reduction in Force

Chapter 352 - Reemployment Rights

Chapter 353 - Restoration after Military Duty  
Chapter 713 - Equal Employment Opportunity  
Chapter 731 - Suitability  
Chapter 732 - Personnel Security Program  
Chapter 733 - Political Activities of Federal Employees  
Chapter 734 - Holding State or Local Office  
Chapter 736 - Investigations  
Chapter 930 - Program for Specific Positions (Miscellaneous)  
Chapter 933 - Qualification Requirements for Specific Positions  
Chapter 293 - Personnel Records and Files  
Chapter 294 - Release of Personnel Information  
Chapter 295 - Personnel Forms and Documents  
Chapter 296 - Processing Personnel Actions  
Chapter 610 - Hours of Duty  
Supp 296-31 - Processing Personnel Actions  
Supp 339-31 - Reviewing and Acting on Medical Certificates

APPRAISAL AND  
EVALUATION:

Written evaluation by supervisor.

Analysis and critique of written work.

Self analysis by trainee.

FUNCTIONAL  
AREA:

EMPLOYEE RELATIONS

DATE  
ADVISOR/COMPLETED

CONTENT:	Employee-Management Relations	_____
	Grievances and Appeals	_____
	Disciplinary Actions	_____
	Performance Ratings	_____
	Employee Awards	_____
	Health and Life Insurance	_____
	Injury and Unemployment Compensation	_____
	Activity Newsletter	_____
	Federal Labor Relations	_____
	Retirement Computation & Counseling	_____
	Equal Employment Opportunity Program	_____
PROJECT		
ASSIGNMENTS:	Act as technical advisor at hearing	_____
	Act as Incentive Awards Administrator	_____
	Attend Safety Meeting	_____
	Compute Retirement Benefits	_____
	Attend Joint Labor-Management Meeting	_____
	Attend an EEO Committee Meeting	_____
	Develop management position on a grievance and/or appeal	_____
	Develop a disciplinary action, and a removal action with complex sample situations	_____

READING  
ASSIGNMENTS:

Federal Personnel Manual

Chapter 711 - Labor-Management Relations & Supplement 711-1

Chapter 430 - Performance Evaluation

Chapter 451 - Incentive Awards

Chapter 771 - Employee Grievances and Administrative Appeals

Chapter 751 - Discipline

Chapter 752 - Adverse Actions by Agencies & Supplement 752-1

Chapter 754 - Adverse Actions by OPM

Chapter 772 - Appeals to OPM

Chapter 870 - Life Insurance

Chapter 890 - Federal Employees Health Benefits

Chapter 810 - Injury Compensation

Chapter 850 - Unemployment Compensation

Chapter 831 - Retirement

Chapter 735 - Employee Responsibility and Conduct

Supp 990-1, Chapter 752 - Adverse Action - Law and Regulations

Supp 990-1, Chapter 831 - Retirement

Supp 990-1, Chapter 870 - Life Insurance

Supp 990-1, Chapter 890 - Federal Employees Health Benefits

EXECUTIVE  
ORDER:

E.O. 10939 - Guide in Ethical Standards

E.O. 10987 - Appeals

E.O. 11222 - Standards of Ethical Conduct

STATUTE:

5 USC Subpart F - Labor Management and Employee Relations

PAMPHLETS:

Personnel Methods #15, "Employee-Management Cooperation"

OPM Manual on Fund Raising

Personnel Methods #12, "Retirement Planning"

"President's Task Force on Employee-Management Relations"

Dept of Labor, "Work Injury Benefits for Federal Employees"

Personnel Management Pamphlet #27, "Career Counseling for Women in the Federal Government"

APPRAISAL AND  
EVALUATION:

Written Evaluation by Supervisor.  
Analysis and critique of written  
work. Self analysis by trainee.

ENTRY LEVEL

Course

Introduction to Civilian Personnel Management  
Basic Position and Pay Management  
Recruitment and Placement  
Training and Development  
Basic Labor Relations  
EEO for Personnel Specialists and Administrative Officers

ADVANCED COURSES

General Personnel Management

Course

Introduction to Personnel Management  
On-Site Survey Method of Personnel Management Evaluation  
Personnel Management for Personnel Specialists  
Psychology and the Management of Human Resources  
Seminar on Selective Placement of the Handicapped  
Personnel Management Consultation: A Workshop in Cooperative  
Problem Solving  
EEO Affirmative Action Planning Workshop

Employee Development and Training

Course

Instructor Training  
Training Cost Model Workshop  
Workshop in Performance Analysis  
Workshop in Training Course Design

Employee Relations

Course

Administering the Alcoholism and Drug Abuse Program  
Counseling Employees with Problems  
Grievance Examining  
Pre-Retirement Planning Institute for Agency Advisors  
Seminar in the Troubled Employee Program

Position Management

Course

Advanced Position Classification  
Position Classification and the Management Process  
Position Classification for Managers and Supervisors  
Position Management

Staffing

Course

Basic Staffing and Placement  
Manpower Planning and Requirements  
Personnel Assessment and Selection  
Personnel Interviewing and Counseling: A Basic Course  
Personnel Staffing Assistant Function  
Training Institute for Recruiters  
Workshop in the Job Element Examining Method

Labor Relations

Course

Collective Bargaining Negotiations  
Advanced Collective Bargaining Negotiations  
Labor Disputes and Their Resolution  
Workshop on Appropriate Bargaining Units  
Workshop on Arbitration  
Workshop on Fact Finding  
Workshop on Unfair Labor Practices

Management and Administrative

Course

Freedom on Information Act/Privacy Act Seminar  
Management by Objectives  
Supervision on Low-Skilled Employees: Problems and Challenges

SAMPLE MOBILITY AGREEMENT  
DEFENSE AGENCIES CIVILIAN PERSONNEL CAREER PROGRAM  
INTERN EMPLOYMENT AND MOBILITY AGREEMENT

I, \_\_\_\_\_, apply for entrance into the Defense Agencies Civilian Personnel Career Program, which consists of closely supervised, intensive training and development in Federal personnel management concepts and operations. The \_\_\_\_\_ offers this program and furnishes and/or makes available all training and developmental opportunities it considers necessary to provide me with the skills, knowledges, and abilities to become prepared and eligible for more responsible, higher graded positions in the civilian personnel management career field.

I understand the terms of this program are as follows:

- a. The initial phase of training and development will be conducted at \_\_\_\_\_.
- b. The second phase of training and development, and permanent duty assignment upon successful completion of the intern program will be accomplished at \_\_\_\_\_.
- c. During the course of this program, it may be necessary for me to perform temporary duty and/or accept temporary developmental assignments at various locations.



d. The employing agency will defray expenses incident to travel to these assignments as provided in the Department of Defense Joint Travel Regulation and the employing agency's regulations and policies. (NOTE: Appointees recruited from outside the Federal service generally are not entitled to reimbursement for their initial move to the first duty station.)

The \_\_\_\_\_ may terminate this agreement at any time by issuing a notice to that effect. Reasons for termination may be for changes in program requirements, inadequate performance, misconduct on my part, or failure to comply with the stipulated requirements of this agreement. I may terminate this agreement by providing reasons which are considered satisfactory to the \_\_\_\_\_.